

## Word of Mouth Strategy Combined Andhab Asor as Problem Solving in Planning and Organizing Problems of Curriculum Development

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**Abstract:** This research aims to describes (1) problems in planning and organizing (2) actualization of curriculum planning updates, (3) actualization of curriculum curriculum organization descriptions, (4) "Gethok Tular" word of mouth strategy, (5) description of low self-esteem or low self-esteem strategies. "Andhab Asor". The method used in this study is a qualitative method, through a phenomenological approach with a case study design in the Regional Coordinator of Bantur, Malang Regency. There are 3 data collection techniques used by researchers, namely interviews, documentation studies, and observation. Data analysis techniques used in this study include (1) data collection, (2) data compaction, (3) data presentation, (4) drawing conclusions/verification. The validity data obtained through this study used technical triangulation and source triangulation, with persistence, reference testing, and member checking. The results in this study indicate that (1) the main problems that occur in planning and organizing are the lack of technology, (2) the actualization of curriculum planning planning, using online vark questionnaires to determine the learning model used by teachers with the planned 2013 curriculum design, (3) the actualization of curriculum organization lies on the basis of the patchwork curriculum and the integrated curriculum as the type of organization. (4) the word of mouth strategy is considered capable of overcoming the lack of technology from senior teachers, (5) the "Self Humble" or "Andhab Asor" strategy is considered capable of overcoming the demotivation of teachers in learning to create digital-based media.

**Keywords:** Word of Mouth, Updated Curriculum, Planning, Organizing

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## Introduction

The development of the curriculum in Indonesia from time to time has changed, especially after the pandemic (Munajim et al., 2020). On this basis, various curriculum paradigms and curriculum concepts during the pandemic and after the pandemic underwent various reconstructions and massive renewals. This is allocated to improve the focus of students, especially in learning and learning, because the main purpose of updating the current curriculum during the endemic period is the alignment of learning improvements in all regions in Indonesia (Kemendikbudristek, 2022). The pandemic period that has passed, leaves various historical problems, especially the early days when the pandemic took place. The expert explained that during the pandemic, there was a psychological problem of learning from students, called *psychological cognitive shock* (Kuhfeld et al., 2020). This is a problem that leads to low student ability in learning because they feel *shock*, because learning that was initially carried out directly through various face-to-face learning approaches, was revolutively changed to indirect face-to-face learning or commonly known as Online. The revolutive change due to the pandemic has caused students' enthusiasm for learning to drop drastically.

Research from Azhari & Fajri (2021) shows that students' enthusiasm for learning in Indonesia has decreased drastically, marked by (1) low task collection from students, (2) low parental readiness, and (3) teacher readiness in organizing learners is still not optimal because teacher adaptability has not touched the optimal level. The attitude related to this has received a progressive response from the government in Indonesia, namely the issuance of an independent curriculum and an emergency curriculum as a conceptual tool that is considered capable of neutralizing learning *lag or learning loss* during a pandemic. Research from Baharuddin (2021) explains that schools in Indonesia, especially those that are still far from district and urban centers, tend to choose to use emergency curricula to deal with *learning loss*. The selection of emergency curriculum as a conceptual tool in dealing with *learning loss* is due to the readiness of schools which are considered not optimal in terms of technology and human resources in fully implementing the actualization of the independent curriculum.

The ideas of experts and researchers in the previous paragraph, will be drawn on the conceptualization of curriculum planning renewal and general curriculum organization which will then be drawn according to the background of the research site carried out by the research team. Curriculum planning itself is defined as a projection of the practice of activities grouped into (1) objectives, (2) content, (3) teaching and learning methods and processes, (4) curriculum approaches and (5) evaluations in curriculum activities (Triwiyanto, 2014). Objectives are an outline of the projection of *outputs* and *outcomes* regarding learning and learning which are the main areas of the curriculum. Content is material and subjects that exist at a curriculum level. Method, is a step or way that can be implemented to optimize learning outcomes. Approach is philosophical planning that refers to certain aspects, for example, there is a cultural approach, a technological approach and so on. Finally, evaluation is a step to *recheck* the results of the learning and learning process to ensure quality, or often called *quality assurance in learning* (Sallis, 2014).

In another aspect, there is a study of curriculum organizing which is interpreted as the arrangement of curriculum components like units containing topics, activities in learning, to competency achievements (Insani, 2019). The concept of organizing and planning the curriculum is terminologically almost the same as planning, but in the process of organizing, related to the curriculum is more detailed in a certain construct, such as *correlated curriculum*, *subject centered curriculum*, *broad fields curriculum* and so on. Moving on from this, the existing goal of the concept of an independent curriculum and an emergency curriculum is to improve *learning loss* during the pandemic through a technological approach and optimization of the role of teachers as *science communicators* Rosidah et al., (2021). There is a *gap* that occurs when this is implemented in schools that are actually still far from the city center, which is assumed that the allocation of human resources for technological approaches to learning is still lacking. The meaning of the researcher's idea is a paradox of *link and match* between the provision of policies and the ability of institutions or school readiness (*school readiness*).

The background of the research conducted by researchers faces a problem called the generation *gap*, which means that the ratio of old to new generation teachers is higher in the old generation. This triggered a *lack of technology*, so there was a problem with *school readiness* in Korwil Bantur. The background of the research conducted by the research team, which is located in Korwil (Regional Coordinator of the District for Education) Bantur, carried out unique curriculum planning and organization in preparing *school readiness* so that learning with an emergency curriculum as a tool was able to reduce learning *loss* in educational units. Broadly speaking, the strategy used by the Head of Korwil Bantur is *Word Of Mouth* (WOM) which is represented through young teachers as *agents of change*, communication patterns of "inferiority" or in Javanese commonly known as "andhap ashor", and the use of practical technology for learning efficiency in overcoming existing problems. On this basis, how to update the planning, organization, and strategy of Korwil Bantur in overcoming existing problems is interesting to be examined more deeply in this article.

## Method

This research approach uses qualitative phenomenology in the form of a case study design. Case studies are centralized research to provide concrete meaning and understanding through a single background that includes a single case, which then becomes the level of analysis to generalize an activity or event (Sugiyono, 2019). The results obtained from all these studies used interviews, non-participatory observations, participatory observations, and documentation studies as data collection techniques. The presentation used to attach all data results in the field is field notes, interview transcripts, and documentation. This research was conducted in mid-September to the end of September at the Regional Coordinator Office of the Bantur Education District with the main informants being the Head of the Bantur Regional Elementary School, the Head of SD Negeri Bantur 01, the Head of SD Negeri Bantul 02, the Head of SD Negeri 04 Wonokerto, the *fresh graduate* Class Teacher of SD Negeri Bantur 01, the Javanese Language Teacher of SDN Bantur 02, and the Class Teacher of

SD Negeri 04 Wonokerto.

Interviews conducted by researchers are carried out in depth through *indepth interview* with reference to the snowball technique. Observations carried out by researchers are carried out directly during the learning process, as well as indirect observations during the teacher meeting process. The data analysis techniques carried out in this study using steps from Milles, Huberman, & Saldana (2014) include data collection, data condensation, data presentation, and drawing conclusions. Then the research team used data credibility checking through source triangulation and engineering triangulation. This the results related to this research are accurate, certain, and in accordance with the reality in the field.

## Result

### Results of Actualization of Curriculum Update Planning Update in Korwil Bantur

The actualization of curriculum update planning in this study, provides the main focus on how (1) objectives, (2) content, (3) methods and (4) evaluation and assessment of learning carried out at the basic education level at Korwil Bantur. Broadly speaking, the mapping of the actualization of curriculum update planning in Korwil bantur will be attached to table 1.

**Table 1. Curriculum Planning Structure in Korwil bantur**

Purpose	Intended competence	Contents Curriculum structure	Learning
Preparation for the implementation of an independent curriculum in 2024 and reducing the impact of <i>learning loss</i> within the scope of elementary schools in Korwil Bantur	Basic Competencies (KD) simplified by the Government to focus on essential competencies and prerequisite competencies for the continuation of learning at the next level	Using the Elementary Curriculum Structure in the modified 2013 Curriculum, through internalization of the use of <i>Vark Questionnaire Online</i> as a tool to determine learning models in a particular class scope.	Learning focuses on essential and contextual education and learning so that teachers and students are not burdened with the demands of completing all curriculum achievements and parents are facilitated in learning assistance at home and adjustment of learner models to learning styles in the classroom population

A detailed presentation was put forward by the Head of Korwil bantur, if the purpose of curriculum planning refers to adjusting the direction of the independent curriculum to the abilities and characteristics of elementary schools in Korwil Bantur. The characteristics in question are the ability of human resources and the availability of facilities and infrastructure. The actualization of curriculum planning in Korwil Bantur, said by

the main informant, namely the Head of SDN Bantur 01, stated that the content of the existing curriculum refers to subjects that are separated for grade 1 and grade 4, while the remaining classes refer to learning that is thematic in nature. The difference that shows the practice of modifying the content and learning methods that must be carried out by each basic education unit at SDN Wonokerto 04 is the use of *Vark Questionnaire Online* as a determinant of the learning method implemented in each educational unit. Freshgraduate teachers at SDN 01 Bantur revealed that the allocation of *Vark Questionnaire Online* (VCO) in the learning process at Korwil Bantur, is the main guide in implementing the learning model. *Vark Questionnaire Online*, is a *free platform* that can be used by everyone in determining learning styles.

Technically, the use of VCO in the allocation of curriculum update planning is grouped or broken down into 5 stages according to exposure from *freshgraduate* teachers at SDN Bantur 01. This is done through (1) the translation of the English questionnaire on the *web*, which is written through a *print out page* and before printing the questionnaire is given first to teachers who have English skills so that there are no misinterpretations. The second is (2) *charging one by one* students to fill in the questionnaire through the assistance of a teacher on a *laptop* device. When carrying out the second stage, the teacher holds a *print out page* containing the translation of the questionnaire so that when students fill in, each item of the questionnaire will be explained by the teacher so that students understand the intention of each questionnaire and choose answers according to their preferences. Head of Korwil Bantur explained that the activity of filling one by one students with technical students advanced one by one to the front of the class or precisely the teacher's desk due to the limited *gadgets* owned by the students. Another thing, explained by the head of SDN Bantur 02, confirmed that this activity was carried out at the beginning of the subject meeting. The third is (3) a recapitulation of students' learning styles in one class. The freshgraduate teacher, explained that in this regard, one thing that is carried out is to collect data by students one by one, related to the tendency of their learning styles to be included in *visuals*, *read/write*, *kinesthetics*, or *audio*. Fourth, is (4) generalization of student learning style tendencies in a class group. The teacher when carrying out the fourth process carries out activities by interpreting all the learning styles of students in one study group or class, then it is determined that the majority of learning styles in the scope of the class are included in which learning style. Finally, the fifth step is (5) determining the emphasis of the learning process using which learning theory model, as well as adding media that will be used in the learning process. The following is a table of guidelines used by schools in determining the learning model used by teachers.

**Table 2. Table in Model Determination and Learning Media based on VCO**

No	Trends in Learning Styles in the Class Population	Learning Models and Media
1	Visual	Model : Demonstration, Simulation Media : Vidio, Compact <i>handout</i> in the form of PPT, props, textbooks, <i>quizziz platform</i>
2	<i>Read or Write</i>	Model: Project based learning, lectures, independent

		assignments in the form of small essays. Media : Compact <i>handouts</i> in the form of PPT, textbooks, <i>quizziz platform</i>
3	<i>Audio</i>	Model : Lectures, group discussions, collaboration, role-playing Media: interactive video, <i>utilization of youtube platform</i>
4	<i>Kinesthetics</i>	Model : <i>field trip around schools</i> Media: Utilization of teaching aids and the environment around the school, textbooks

When the researcher asked about the reason for using such a learning model and media as shown in table 1, it was to avoid confusion from teachers whose nature belonged to the old generation, said the main informant, namely the Head of the Bantur Korwil. The comment on this was continued by an expression from a Javanese teacher, who said that during the meeting to determine the model and media, there were many designs from Korwil, but the teacher *enjoyed* and was more happy if the exposure to learning models and media was still thick with elements of the old but varied learning model. So it can be concluded that the method for planning curriculum renewal in Korwil bantur does not lead to learning that is thick with new elements, but still has an impact and is able to make teachers not feel objections in their teaching practice because the teacher's capital only needs to remember the syntax of learning that has been learned in the past.

The Head of SD Negeri 04 Wonokerto emphasized that the foundation used to determine curriculum update planning or specifically in learning methods, a technological approach is used. The technological approach is based on the use of *online questionnaire* *vark* in determining learning media. The head of SD Negeri Bantur 02 gave an explanation if this was considered effective, because the attention of students, when learning took place, was assessed by informants with a higher level of concentration. Projection from the Head of SD Negeri Bantur 02, it is due to the suitability of the learning model with the learning styles of students who encounter harmony. This is also evidenced by *freshgraduate* teachers where activities in the classroom are generally students easily sleepy, when using *vark questionnaire online* students are easier to provide *feedback* in two-way communication with the teacher.

The final focus, as the research team will explain, is the evaluation of student learning outcomes. In this process, there are two general assessments examined by researchers, namely the Midterm Assessment (PTS) and the End of Semester Assessment (PAS). The planning for curriculum updates related to the evaluation of learning outcomes or student learning assessment is prepared through a special team called KKG (Teacher Working Group) and there is assistance from Korwed (Coordinator of Education Division) for PTS while for PAS explained by the Head of Korwil Bantur compiled by the Education Office. Related to the assessment of student learning evaluation for grade 1 and grade 4 subjects are assessed separately, but for grades 2, 3, 5, and 6 the assessment process is carried out in an integrated manner, except for Mathematics and Javanese lessons

during pts. For the implementation of PAS is carried out separately in each subject.

**Table 3. Allocation of PTS and PAS in Planning for Evaluation of Student Learning Outcomes**

Types of Assessments	Drafting Team	Assessment Concept
Summative Midterm Assessment	KKG Team from the District Coordinator for Education and the Coordinator of the Head of Education	a) Grade 1 and grade 4 are implemented separately for each subject b) Grades 2, 3, 5, and 6 are carried out in an integrated manner, except for mathematics and Javanese subjects
Summative End of Semester Assessment	Malang District Education Office	At each grade level it is carried out separately

The Head of Korwil Bantur, emphasized that the process of pts by the KKG and Korwed teams was carried out according to the table above and related to Mathematics and Javanese language was separated, because to combine the constructs of the two subjects into other subjects was considered difficult, although it was actually capable of being carried out. The informant further stated that this was feasible, but reviewed from the depth of his assessment which was difficult to implement. Therefore, it can be concluded that the planning for curriculum renewal in Korwil Bantur, in content is still the same as the 2013 curriculum, which is different in terms of learning objectives, methods, and evaluations. The objectives emphasize technological preparation for an independent curriculum and emphasize the harmony of student learning styles with learning models and media by teachers. The method used focuses more on optimizing student attention and student passion in recovering *learning loss*, as well as evaluations that are carried out variably for each grade level.



Picture 1. *Focus Group Discussion* in KKG Team Activities

#### Actualization of Curriculum Organizing Updates in Korwil bantur

Updates in the organization of the curriculum in Korwil Bantur, will be explained the results of the research in



the field by the research team through two points, namely (1) the procedural basis for curriculum reorganization and (2) the type of organization used in the research background. The first point is explained by the main informant, namely the Head of the Korwil, if the reorganization in the curriculum update implemented refers to the patchwork and error studies in the previous period. This was reinforced by the presentation from the Javanese teacher who revealed, if practically, the organization of the curriculum and the implementation of the curriculum in the period before the modification, lies in the direction for an elusive learning model. It was revealed by the relevant informant, if the learning model is like *jigsaw* learning, then there is a learning model that is felt to be new for the old generation of teachers, the guide is abstract and difficult to understand. Through modifications in learning methods as one of the contents of the curriculum, equipped with the help of several strategies from Korwil, all teachers are able to adapt the existing learning process. The head of SDN Bantur 02 argued that the patchwork process in the curriculum that is now being carried out in Korwil Bantur, refers to the process of active involvement of all teachers, because they get knowledge updates, but are not effectively patronizing by new teachers. In this regard, it will be discussed more deeply by the research team in communication strategies and *word of mouth*.

Another core thing that the research team got was in the second focus, namely the type of curriculum organizing organized by Korwil Bantur. The type of curriculum organization launched by Korwil bantur is an integrated curriculum. The Head of Korwil Bantur described the *integrated* curriculum as a new curriculum organization. This is actualized in the presentation of learning materials in units without holding various restrictions between subjects. The results in subjects except Mathematics and Javanese language have no particular restrictions. The head of SD Negeri 04 Wonokerto stated that if there are no such restrictions, there are shortcomings in practice, namely teachers who tend to be lazy when getting supervision, there are often some suboptimal behaviors. This suboptimal behavior is due to the ability to create and innovate in teaching practices is still poor. Low motivation and laziness to combine different constructs in learning became the main problems. However, it was confirmed by the Head of SD Negeri 04 Wonokerto that if this does not happen to all teachers, only a small population will experience this obstruction.

*Freshgraduate* teachers from SDN Bantur 01 also stated that to implement an *integrated curriculum*, it takes a strong will and determination to be creative in compiling various constructs in subjects, so that they are able to be transformed into comprehensive learning so that learning objectives can be implemented. The information obtained from the Javanese teacher is also similar to the *fresh graduate* teacher, but the Javanese language teacher emphasizes more on work patterns in schools, which often Javanese teachers help other teachers to carry out the integrated curriculum. For the various ideas as conveyed, it can be concluded that in the basis of updating the curriculum organization in Korwil bantur using patchwork and the foundation of learning from old mistakes, then for the type of curriculum organization that becomes an update is the *integrated curriculum*.

### ***Word of Mouth* Strategies on Curriculum Planning and Organizing**

The problem that arises due to planning and organizing in curriculum updates in the Korwil bantur area is the



lack of technology, namely the lack of teacher capability in the process of using technology in learning and learning. This was revealed by the Head of Korwil Bantul, if the use of *technology platforms* as a support for the learning and learning process in Korwil Bantul is still bumped by teachers who are not able to operate various technological assistance. The Head of SD Negeri Bantul 01 stated that the problem of "Gaptek" or stuttering technology is represented through (1) the ability of teachers In using *quiziz* is still low for the allocation of variations in the student assessment process, (2) the ability to make *power points* is still poor, characterized by the lack of use of these media in learning in the pre-pandemic curriculum period, and (3) the creation of interactive videos that were still poor before the pandemic. Expressed by the *freshgraduate* teacher as an informant, if one of the reasons the teacher is not able to carry it out, is because every time there is training, the teacher does not feel that the instructor is there as a friend and the learning process stops when the training is over. Javanese teachers explained that in the past, teachers wanted teaching agents in each of their educational institutions, and were given special responsibility to teach by word of mouth without structured training.

It is on this basis that the head of the Korwil bantul allocates teachers under the age of 35 as peer teaching agents for teachers in his school through the provision of definite responsibilities, and the existing teaching process takes place incidentally. Head Korwil Bantul stated that if the old generation of teachers are meant, it is teachers whose age is calculated as of 2022 to exceed the age of 35 years. This is reinforced by a statement from the Head of SD Negeri Bantul 02, if himself and his colleagues who are still teachers also feel the *lack of technology* and feel efficient if the training is carried out through the selection of teachers under 45 years old as individuals who are given debriefing, then transmitted to their school members, so that whenever the teacher wants to consult it will always be able to be carried out without having to wait for training with certain institutions. or waiting for the Korwil program to be implemented.



Picture 2. Pelaksanaan Strategi *Word of Mouth*

Head Korwil Bantur stated, if in English this is called the word of *mouth* but if it is in Javanese concept, this can be called "Gethok Tular", but in the construct of teaching peers word of mouth tentatively. Therefore, the

process of implementing the *word-of-mouth* strategy in Korwil Bantur is carried out through several stages (1) *collecting*, (2) *guiding and building*, (3) *actuating*, (4) *controlling*, (5) *re-building*.

*Collecting*, is a process allocated to screen teachers in any elementary school within the scope of the Korwil Bantur area that is included in the *freshgraduate* category. The head of SD Negeri 02 Bantur, stated that what was declared *freshgraduate* was a teacher who had not touched 15 years after he graduated from his last education. The number of teachers collected will later be included in the *guiding and building* stage. In the *guiding and building* stage, what is carried out is the provision of training using a *workshop* model, which is followed by teachers who are screened in the *collecting* stage. The material provided in the guiding and building process is the management of (1) student test assessment through *quiziz*, (2) making interactive *powerpoints*, (3) *sparkol video animation maker* and (4) "inferior" or "andhap ashor" communication. The training lasts for 6 working days which is carried out in February with an allocation of 2 training days every week. Each training gets an allocation of 10 JP which is divided into 2 days. Related to the communication material "inferiority" allocated 3 JP in 1 day.

*Guiding and building* What has been carried out produces an agent of change in the curriculum process, will be continued by *actuating*, where teachers who have been equipped with these various abilities will transmit their knowledge to the school through activities compiled by the school itself. *The freshgraduate teacher* stated that when it comes to *actuating*, the majority of teaching to other teachers is carried out on a one on one or one on two basis, and a maximum of *one on three*. The number of teachers taught by teachers with curriculum change agents when exceeding three will generally be carried out small group training, but generally schools will carry out training internally which all teachers participate in. The Head of Korwil gave a statement, if teachers who have been equipped with workshops can provide teaching to other teachers through (1) structured training organized independently by the principal and (2) tentatively independent training if needed by teachers from their schools.



Picture 3. Implementation of *Building and Guiding* in *Freshgraduate* Teachers

The *controlling* stage is a step carried out by a school superintendent to check whether teachers have been able to carry out the creation of learning media and technology management as well as the initial goal of the *word of mouth* strategy from the head of Korwil Bantur. The last is the *rebuilding* stage, where an activity carried out is to coordinate what material should be used as *workshop* material for the next academic year. It can be concluded from the various exposures that exist, if the *word of mouth* or "gethok tular" strategy is an activity to overcome the lack of technology of teachers, through the appointment of teachers with *freshgraduate* criteria to become agents of change in the context of neutralization of "Gaptek" from teachers. Head Korwil Bantur stated that it can be called *a word of mouth* because schools more often carry out training individually and are tentative because they are considered more *enjoyable*, and cause an effect if the agents of change are not only teachers who are given *workshops*. Teachers who previously did not know the material, then taught the material by the *freshgraduate* teacher became able to create learning media, which then also taught their friends. Head Korwil Bantur stated that it was because of the domino effect of word of mouth in the context of making learning media that made him give the name word of *mouth* to this strategy.

### "Inferior" Communication Strategies in Curriculum Planning and Organization

Explicitly, the informant, namely the Head of SDN Bantur 01, stated that a small problem that generally arises in the process of transforming new knowledge from peers in the school environment is the attitude of senior teachers who tend to feel patronized by their juniors. On this basis, the Head of Korwil Bantur attached a material on low self-esteem communication as a *workshop* that was carried out to reduce these problems. The low self-esteem communication strategy, in the *workshop* was launched through three main things, namely (1) the concept of looking at senior teachers as parents of *freshgraduate* teachers or the concept of "upload-ungguh", (2) the main focus of teaching new things, not telling stories about achievements that make other teachers feel less competent, and (3) planting a *growth mindset*. The concept of viewing senior teachers as parents of *freshgraduate* teachers is a step used so that the teaching process individually or independently still internalizes the value of politeness in it. Therefore, *freshgraduate* teachers understand the material by being represented through always respecting senior teachers, placing themselves as children who teach parents, and giving smiles whenever senior teachers have difficulty in implementing the development of learning media for their teaching process in the classroom.

The head of SDN 04 Wonokerto gave his opinion, if the provision of material to focus on teaching, without boasting of themselves from *freshgraduate* teachers makes senior teachers more comfortable when the training is carried out. This is strengthened by the Javanese language teacher, if he explains that if *peer teaching* training is carried out with a communication process from a tutor who always prides himself proud, academic confusion will arise, which will certainly trigger demotivation in learning new things for senior teachers. Finally, with regard to the material on the application of *growth mindset*, it directs *freshgraduate* teachers not to feel more powerful and smart than senior teachers.

The idea of the class teacher at SDN 04 Wonokerto explained that the application of growth mindset material

in the *workshop* makes *freshgraduate* understand, although senior teachers are weak in terms of technology, senior teachers have experience in *handling* learning optimally in practice because of high flying hours, so that if you put yourself in the *growth mindset* of *freshgraduate* teachers. Not only does it teach new things to senior teachers, but it also learns new things to senior teachers about their teaching experiences to life experiences that are told generally when individual training is conducted if the *freshgraduate* teacher positions himself as a humble individual. Therefore, the head of Korwil Bantur stated that the embryo of the *word of mouth* was caused by a harmonious self-compaction between a *freshgraduate* teacher and a senior teacher.



Picture 4. Strategi Rendah Diri “Andhab Asor”

## Discussion

### Actualization Analysis of Curriculum Planning Updates

Researchers are of the view that all aspects of the curriculum planning renewal implemented by Korwil Bantur contain the characteristics of the institution's self-awareness to develop by utilizing potential and overcoming *existing gaps*. In the realm of implementing the old curriculum towards the new curriculum, it is necessary to achieve short-term goals before entering into long-term goals. The researcher's opinion is in line with the expert opinion, which states that the maturity of an educational institution is represented through the ability to utilize the maximum potential possible through the initiation of a leader (Berkovich & Eyal, 2018). Rationally, when viewed from the existing objectives Korwil Bantur does not convey explicitly about the type of purpose. Research from the research team, constructing when it comes to aspects of goals, Korwil Bantur puts two objectives in its construct. These two things are short-term goals and Long-term goals.

The short-term goal allocated in the curriculum planning update is to overcome *learning losses* within the scope of Korwil Bantur elementary schools, while the long-term goal is to prepare for the implementation of

an independent curriculum in 2024 massively in Indonesia. Theoretically, such a pattern of curriculum objectives is said to be preventive and curative of curriculum problems in the context of future and present considerations (Rosidah et al., 2021). The management process of such curriculum renewal should be able to be adapted to various other educational units so that the short-term and long-term national curriculum can be optimally achieved. With regard to the content and methods as has been applied by Korwil Bantur, it focuses on learning that focuses on the suitability of the learning model with the learning style of a student. This in the renewal of curriculum planning is called a *link and match between context to fields* (Zadina, 2014). The impact that arises due to the *link and match* between learning styles and learning models by teachers will put students in the learning process through the *DNA of peak performance* conditions (Oettingen et al., 2009). The meaning of this is a condition where students are passionate about learning which is characterized by the student's passion for optimal learning in each subject.

With regard to the renewal of curriculum planning from the concept of evaluation and assessment of learners, using a varied model in the results. This makes the assessment more in-depth for the achievement of student competence, because research from Suyitno & Rochmad (2015) states that mathematics learning assessment cannot be combined with other learning contexts, if the learning and learning process can be internalized, but for end-of-semester and midterm tests it is not recommended. The cause of the expert theory is because the philosophical foundation of learning mathematics should indeed be given tests separately from other lessons, so that the development of mathematics *problem solving* can be delivered in depth and complex. Learning mathematics if the test is combined with other subjects, then all competency indicators cannot be implemented (Suyitno & Rochmad, 2015). The research is also in line with other research that discusses mathematics subjects Musdi & Anggrawati (2019) if the assessment in mathematics lessons must contain independent principles, which means not internalizing other disciplines so that *critical thinking* to solve story problems focuses on students' logical mathematical abilities.

With regard to the assessment of Javanese which is also separated like mathematics subjects, there is research that reveals that in Javanese language subjects assessment must be isolated from other subjects, because it discusses culture, word meaning, and habits that cannot be mixed with other lessons, when combined with the assessment test, the local linguistic ability of students will not be seen specifically (Meliana, Sudi Utami, & Sukoyo, 2020). Therefore, it can be concluded that for all existing exposures, in the update of curriculum planning in Korwil Bantur, it was found that the suitability of the context empirically and theoretically to various practices that have been implemented in the research background.

### Curriculum Organizing Update Analysis

The results obtained by the research team in this study show that (1) the procedural foundation used for curriculum organization renewal is a patchwork and error study in the previous period, and (2) the allocation of *integrated* curriculum in the type of curriculum organization. In the first point, it can be concluded that the various implementations of curriculum organization renewal in Korwil Bantur are reflective processes. The

reflective process is a completion step that bases evaluation in the previous period to create a new, more guaranteed quality (Ghavifekr & Rosdy, 2015). The meaning of the expert's idea gives meaning that Korwil Bantur in this process is an educational institution that is able to carry out *continuous improvement*, because the leader of the institution is proactive to the various achievements of the institution he leads, so that the movement of subordinates towards optimal quality is easier to achieve. This is generalized to be easily achieved because of the *awareness* of high leaders in terms of responding to the performance of the institution. In line with the expert expression if the leader of the institution who has a high awareness in responding to falling performance, is an indicator that quality development will occur both in the short and medium term (Burhanuddin, 2017).

In the second point, a problem was found that in the implementation of the *integrated curriculum* through the observation of the principal, if teachers with low creativity tend to be lazy to carry out various activities in thematic learning. One thing that can be done to overcome this, is to provide academic supervision in a directive manner. This happens because the teacher is in the quadrant of teachers who *drop out*, meaning that the teacher has low motivation and a poor level of abstraction (Glickman, Gordon, & Gordon, 2013). The principal's role that can be carried out for such case studies is to provide assessment, guidance, and motivation in a directive manner where it is represented through daily observation of the teacher's development. Teachers will feel supervised at the beginning, but this makes teachers moved to change their lazy habits. Problems related to laziness when considered complete, the directive process in academic supervision is then through guidance to improve abstraction, can be included through seminars outside the school, or providing stimulation to stimulate the creative mindset of teachers from a supervisor or principal.

The researcher's opinion is in line with the expert's expression which states that the provision of directive supervision is represented through the perception of teachers who feel supervised but in a positive form, then accompanied by guidance by directing to *details* related to the context of the problem as stimulation so that teachers are able to increase abstraction and commitment in completing responsibilities as educators (Hoque et al., 2020) . On the basis of experts and their comparison with the opinions of the research team, it can be concluded that the update of curriculum organization is in accordance with theoretical and practical expectations, but with regard to the implementation of the *integrated curriculum*, academic supervision assistance is needed so that these contextual problems can be neutralized.

### ***Word of Mouth Strategy Analysis in Curriculum Planning and Organizing Updates***

Based on the results as stated in the previous section, the main basis for implementing the *word-of-mouth* strategy is the condition of human resources in Korwil Bantur which is more old generation than the new generation (*generation gap*) which then causes problems in the form of *lack of technology*. Analysis related to the condition of human resources, researchers want to convey if the characteristics or identities of educators can certainly affect their teaching patterns. If examined thoroughly, generation X is an individual born between 1965 and 1980 (Lissitsa & Kol, 2016). The advantages of generation X characteristics according to



Yigit & Aksay (2015) a number of advantages of generation x are (1) adaptation to technology that is not too difficult because daily life has been assisted by technology, (2) not wanting everything instantly (3) generation X's intense and high work climate. If these three points are drawn into the context of updating curriculum organization, of course teachers in Korwil Bantur are suitable for implementing *word of mouth*. In the second point, it is a good enough advantage for an implementation of the learning development process, because the advantage of a teacher who does not want everything instantly is the fundamental foundation for the success of various learning innovations, because one of the causes of failure of an innovation and also change is the desire of a leader who wants to innovate and change instantly (Burhanuddin and Zahri, 2016). When connecting from various points, the third or last point is a point that refers to high x-generation workability.

This will certainly boil down to the breakthrough of an optimal comfort zone in the organization. Because it leads to a hard and committed organizational work. In line with the expression Razzaq & Forde (2013), that high work commitment can have an effect in the form of growing the quality of institutions that are positive in nature. Research from Juharyanto et al., (2020) states that if positive word of mouth information without specific direction, then gives implications for the development of a population towards quality improvement then it can be referred to as "Gethok Tular". The research, if connected with the results of research from the research team, the implementation of "Gethok Tular" occurs when structured initial planning is used to form *an agent of change* in the context of neutralizing the problem of *lack of technology* intended for *fresh graduate* teachers in senior teachers, actually developing positively. Namely the formation of *a learning community* from teachers because senior teachers who have gained new knowledge from *freshgraduate* teachers, although not given written responsibilities, he transmits this knowledge to his colleagues through word of mouth. *Learning community*, is a community that is formed both in a structured and spontaneous manner due to the mutual relationship between the giver of knowledge and the recipient of knowledge (Bednarz et al., 2011).

After being given an overall analysis *of the word-of-mouth* mechanism as a strategy to solve problems in planning and organizing curriculum updates, the research team will provide an analysis of the content or content of the existing material. Paparan mengenai konten atau materi yang ada Explained by the informant in the form of the use of *quiziz*, making interactive *power points*, and video animations. In terms of content or content of this strategy in accordance with the needs that exist in the learning process in the 4.0 era. In line with the expressions put forward by experts, when it comes to the allocation of media that is suitable for use now, is a media based on (1) measuring student values based on an *online* system, (2) exposure to interactive material with digital devices, and (3) providing illustrations from animations to strengthen a student's understanding of a certain material (Chick et al., 2020) . Apart from being more interesting because of the large number of colors that are not limited by the whiteboard, providing material through interactive exposure to both *power points* and animated videos can strengthen the memory of a student. Therefore, on the basis of various exposures as explained by the research team, it can be concluded that the implementation of *word of mouth* in overcoming the problems of planning and organizing curriculum updates in general and content-wise is the right step. At the level of planning and organizing the allocation of word of mouth as a conceptual and practical tool to create output in the form of teachers who are able to compile content, methods, evaluation and



learning models in accordance with the curriculum implementation reference, then create outcomes for the preparation of teachers at a higher level related to school readiness for massive independent curriculum implementation in the future.

### **Strategic Analysis of "Inferior" Communication Patterns in Curriculum Planning and Organizing Updates**

The strategies used by the Head of the Korwil bantur in implementing the strategy of communication patterns are communicated through 3 constructs, namely (1) the practice of "uploading, (2) focusing on providing material rather than telling about one's own achievements, and (3) planting a *growth mindset*. Low self-esteem is a psychological condition When an individual feels that he still needs to improve the quality of himself and views the interlocutor or other person as an individual who can be used as an object to improve his personal qualities (Mroczek & Kolarz, 1998). When connected with other things whose nature is out of context, according to Mroczek & Kolarz (1998), *lowkey* or low self-esteem in adulthood can increase life *wellbeing* or happiness in life, because he feels that he is not competing with anyone to cause mild psychological disorders such as *overthinking* and *insecurity*. The practice and implementation of "upload-ungguh" in the strategy of inferiority communication, was assessed by the research team as a behavior that makes the interlocutor or others become appreciative of what is conveyed because the dimension of politeness is fulfilled.

The idea of the researcher, supported by research from experts, if the right *attitude* will make a person with the interlocutor allow the subconscious to obey the apperception and perception of the communicator (Nashori, 2009). Therefore, in some contexts of discussion about leadership, the attitude of the leader can determine the attitude of subordinates in completing the tasks ordered by the leader. Second, it is to focus more on the core of the transformation of knowledge than to be busy telling one's own achievements. On the concept of culture organisasi, hal tersebut merupakan bagian from *toxic* communication that directs the communication opponents of the communicator to a decrease in self-efficacy (Kreitner & Kinicki, 2001). Therefore, the allocation of such strategies to reduce the dominance side of *freshgraduate* teachers can be neutralized using this second method. The last is the cultivation of a growth mindset, an appropriate analogy to describe a *growth mindset* is a half-full cup which is interpreted as an individual's self-awareness to always be willing to learn from anyone regardless of status, age, class, race, religion, or rank (Zilka et al., 2022).

Broadly speaking, it can be considered that there is consistency between the theoretical and practical foundations implemented at Korwil Bantur to neutralize organizing problems and also curriculum planning. The research team wanted to provide other information about this, namely on a cultural basis, "upload-ungguh" reflects the manners of the Javanese community, especially to older people through subtle language and giving smiles (Chotimah, Untari, & Budiman, 2019). This is done in practice, for example, if there is a person whose job rank is higher than that of an older person, so if he uses "upload-ungguh", what will happen is that the superior still calls his subordinate politely by not calling his name directly, because in the context of

Language on "upload-ungguh", calling someone directly by name is a misappropriation and comes out of the concept of "upload-ungguh". The researcher's assumptions regarding the results of this study, of course, *freshgraduate* teachers have this dimension, so that various implementations of low self-esteem communication pattern strategies can be created in the educational environment of Korwil Bantur.

## Conclusion

Based on the presentation of the results and discussions in this study, it can be concluded that (1) updating curriculum planning in Korwil bantur uses *online questionnaire* *vark* as a basis in determining the learning model and media used, (2) on curriculum planning in Korwil Bantur using content in accordance with the 2013 curriculum which is modified into an emergency curriculum through the concept of thematic learning methods, (3) the objectives in the renewal of curriculum planning consist of neutralizing the *lack of technology* of a teacher and the allocation of preparations for the implementation of an independent curriculum massively in the future, (4) on updating curriculum planning Korwil Bantur using evaluation of student learning in summative concepts through PTS and PAS which are distinguished between grades 1 and 4 using separate lesson units, while the rest of the classes use integrated summative assessments except in mathematics and Javanese subjects.

Fifth, is (5) the basis for updating curriculum organizations in Korwil Bantur using patchwork and evaluation of errors in the past, (6) using *integrated* curriculum as a type of curriculum organization. An interesting finding of the problem that exists within the scope of the study is the *generation gap* between *freshgraduate* teachers and senior teachers which causes a core problem in the form of *lack of technology* in teachers. *The problem solving* used to overcome these problems is (1) *word of mouth* or "gethok tular" strategies and (2) "low self-esteem" or "andhab asor" communication pattern strategies for *fresh graduate* teachers who are facilitators of senior teacher learning related to the operation of technology problems in learning. Various research findings and problem solving in Korwil Bantur are in line with theoretical and practical foundations, it's just that teachers who are lazy when carrying out integrated learning because their creativity is also low, should be given directive supervision as *problem solving* so that the teacher quadrant is not included in the *drop out* quadrant

## Suggestion

Based on the various reviews in the conclusion, the researcher advises readers to (1) be able to imitate planning and organizing models, as well as *problem solving* as is the case in this article so that the implementation of the curriculum has a strong readiness, which starts from planning and organizing. For other researchers (2) the effectiveness of *such problem solving* should be further studied using a quantitative approach so that positivistic data exposure can be seen clearly measured.

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